



MONTANA

DEPARTMENT OF COMMERCE

BUSINESS RESOURCES DIVISION

State Tribal Economic Development Commission

Montana Indian Language Preservation Pilot Program (MILP³)

Language Preservation Program Highlights:

- All tribal governments have contracted their \$250,000 portion of the Montana Indian Language Preservation Pilot Program Funds. Projects are underway and the 1st report will be due December 16, 2013 to both the State Tribal Relations Committee (STRIC) and the State Tribal Economic Development Commission.
- Required reporting periods for each local program advisory board are December 16, 2013; April 3, 2014; July 3, 2014; and August 20, 2014 and coincide with STRIC meetings.
- Language preservation grant tangible products are due to the Montana Historical Society by September 15, 2014.
- The Blackfeet, Salish, Aa Nii, Nakota and Northern Cheyenne language groups are working on updating or revising their Class 7 Indian Language Specialist requirements.
- All of the projects undertake the publication of reference books or language teaching booklets.
- Several projects include adult immersion camps or intensive adult fluency efforts in addition to pre-school, primary, and K-12 efforts.
- Several projects will utilize technology (interactive websites, and smart-phone "apps") to increase language exposure and self-paced, non-traditional teaching methods.
- All projects recognize the importance of language interaction between elders and younger generations as a language transfer mechanism.

Blackfeet Tribe:

The Blackfeet Tribe split funds between four distinct activities carried out by different organizations on the reservation:

A. Blackfeet Community College: Piikani Interactive Language Experience

1. Development of a sound book whereby elders will be interviewed for phonics
2. Interactive web page with Blackfeet language
3. 2 "Teach the Teacher" workshops
4. Test current curriculum in community for feedback to i

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Exhibit 6

5. Qualitative and quantitative methods of evaluation to gauge language preservation progress
- B. Browning Public School District #9 "Matapi litaitsipoiyi Project"
1. Create 40 e-book lesson plans to include vocabulary list with a fluent speaker reading a children's book in both English and Blackfeet
 2. Preserve language by training the teaching faculty basic Blackfeet language in 4 6-hour scheduled workshops through the use of a fluent speaker; to be used in the classrooms
 3. Create a K-6 Blackfeet language development curriculum available to public that is fun, engaging, and easy to use
- C. Blackfeet Language Advisory Board
1. Create 12 road signs in Blackfeet language for communities around the reservation
 2. Record storytelling for a children's book with written Blackfeet language and illustrations of animals, places, people, and good behavior practices
 3. Promote Blackfeet Language through the local media. Audio recordings for radio station (played daily), video recordings for the local television station (played weekly), and use of the local paper and flyers for language exposure
- D. Kanaitapiwa Center
1. Immersion Youth Camp with elders
 2. Record mentoring sessions between elders and youth on the Blackfeet language
 3. Record elder perspective of Blackfeet language design; testing for comprehension, retention

Chippewa Cree Tribe:

The project will be administered by Stone Child College and will focus on piloting Cree language preservation with Chippewa language preservation to follow beyond the funding period. The tangibles will be the creation of a digital Cree dictionary, a Cree language learning application, and a family-centered Cree language acquisition pilot initiative serving 16 families, and a custom language learning website. The project is broken down into the following phases:

- A. Phase 1 (Research) Research and record the Cree language with the direct guidance and support from native speakers on the Rocky Boy's Indian Reservation
- B. Phase II (Development) Develop the Cree language digital dictionary and application with support from computer science professionals and tribal elders
- C. Phase III (Pilot) Establish effective Cree language fluency and community use-based enhancement strategies through the development of a family-centered initiative that includes the provision of language learning opportunities and support for at least sixteen (16) tribal members and descendants

Confederated Salish & Kootenai Tribes:

The Confederated Salish & Kootenai Tribes divided the funds between the Salish & Pend d'Oreille and Kootenai Culture Committees to develop project of primary importance to those committees:

- A. Kootenai Language Curriculum Project which will include:
 1. Development of a Kootenai Language Curriculum Guide consisting of approximately 45 lessons designed for Level I Basic Kootenai and accompanying Storybook and CD recordings, and
 2. A survey of demographic and Kootenai language fluency level and frequency
- B. Intensive Salish Language Program which will include:
 1. An intensive one-year language instruction program for four adults learners who will work through a scope and sequenced language curriculum for Salish-Pend d'Oreille dialects
 2. Development of the Salish-Pend d'Oreille Language Commission (SPLC) who will meet on a regular basis to discuss language issues (e.g. developing new words, reviewing and assisting with the language

- curriculum and book development), and
3. Updating the Class 7 Indian Language Certification Teacher Assessment

Crow Tribe:

The Crow Tribe has developed five different activities to enrich Apsáalooke language preservation, retention, and expansion that will be undertaken by the local program advisory board members, hired staff, and contracted professionals.

- A. Survey, census, and research Crow language fluency
 1. Perform a reservation-wide survey, gathering statistical information on the number of Crow people who are fluent
 2. Survey school, community, and employers populations
- B. Map historical sites, re-enact events, and film
 1. Create a map of historical sites with correlating stories on the reservation
 2. Immersion camps for the Apsaalooke youth will be at historical site where the story will be told about the site
 3. A script will be created for a re-enactment which will be a filmed.
- C. Storytelling Circle
 1. Led by elder mentors from each district on the reservation
 2. Film story telling
- D. Develop a Technological Application for learning conversational Crow.
- E. Develop an Apsaalooke Language website.

Fort Belknap Indian Community:

The Fort Belknap Indian Community will focus equal efforts on language preservation efforts on Aa Nii and Nakoda languages. The local program advisory board will carry out the following five major activities:

- A. Conduct an inventory of Aa Nii and Nakoda language resources resulting in a 50-page annotated bibliography – 25 pages of Aa Nii and 25 pages of Nakoda resources
- B. Establish standards for Class 7 language teachers that reflect the Aa Nii ways of knowing and being
- C. Research and establish a talking dictionary for Aa Nii and Nakoda members
- D. Develop sign language through recording the Aa Nii and Nakoda elders
- E. Create videos of community classes for distribution to homes for review

Fort Peck Assiniboine & Sioux Tribes:

The Fort Peck Language and Culture Department will focus on the following four activities to restore the Nakona and Dakota languages:

- A. Develop Nakona and Dakota language booklets,
- B. Develop Nakona and Dakota vocabulary dictionaries,
- C. Develop Nakona and Dakota elementary, junior high, and high school curricula, and
- D. Record Nakona and Dakota history from elders and community members.

Little Shell Tribe of Chippewa Indians:

Little Shell Tribe language preservation activities will be undertaken by the local program advisory board and hired staff. Activities include research and compilation of language influences/history of the Little Shell Language families (Michif, Chippewa or Ojibwa, and Cree) into a collection for the Little Shell Tribal Language Archives at the Little Shell Cultural Center; development of a Little Shell language curriculum; cultural filming of conversational

Little Shell languages; and partnering with the Turtle Mountain Community College to offer Ojibewa language classes via satellite.

- A. Conduct research and fieldwork in US and Canadian communities that have a significant Little Shell tribal population;
- B. Research, copy, collect, and document resources on the internet that contain information on the Little Shell tribal languages (Michif, Chippewa, Cree, and Objibway);
- C. Research, collect, and document the names and affiliations of linguists who have worked with the Little Shell tribal languages;
- D. Categorize language resource materials by media type (DVD, CD, tape recording, reference texts, textbooks, etc.) and have Little Shell artists illustrate the categorical divisions of resources;
- E. Produce Little Shell Native Language curriculum materials;
- F. Establish a Little Shell tribal language archives at the Little Shell Cultural Center;
- G. Native language and cultural filming by Little Shell youth and family members speaking Little Shell languages;
- H. Purchase of Michif, Chippewa, and Cree language reference resources and/or duplication of curriculum materials;
- I. Purchase professional filming equipment for the filming of Little Shell language speakers;
- J. Research, plan, and develop a plan to offer Michif and Ojibewa languages via satellite in partnership with the Turtle Mountain Community College in Belcourt, North Dakota, and;
- K. Develop a Little Shell tribal language program curriculum from collected materials.

Northern Cheyenne Tribe:

A collaborative group represented by tribal government, Chief Dull Knife College staff, and educational facilities will carry out Northern Cheyenne's language preservation project. Activities will include:

- A. The creation and publication of multi-generational thematic lesson plans, curricula and literature based on the Total Physical Response (TPR) approach,
- B. School connectivity to a Cheyenne dictionary, alphabet, and ethno-botany terminology list of Cheyenne ceremonial and medicinal plants. These reference materials will also be available as an iOS and android "app."
- C. An adult language immersion camp for 50 adult students, and
- D. Recordings, storytelling and other language preservation activities

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